

# **COUNCIL ROCK SCHOOL DISTRICT**

## **ADMINISTRATION & BUSINESS OFFICES**

The Chancellor Center  
30 North Chancellor Street  
Newtown, PA 18940

Dear Parent,

This curriculum overview has been designed to help you develop an awareness of the Council Rock School District's Curricular Program and to provide you with general information about what your child will learn in each curricular area. Our program is defined using a standards-based approach. Standards provide the learning targets that define what your child should know, understand and be able to do in each curricular area.

More specific information about the curriculum is contained in separate curriculum websites for each discipline. Please be sure to check out each webpage to access specific information about each discipline.

Please be sure to check out the curriculum webpage at [crsd.org](http://crsd.org) should you want to technologically access specific information about each discipline.

We believe that schools and parents are partners in educating children. We encourage you to talk with your child about his/her learning experiences and to contact your child's classroom teacher or school principal when questions about the curricular program arise.

Your support is critical to the success of your child's educational experience. We hope that the curricular information provided will facilitate your parental support and will provide common ground for conversations with teachers about your child's progress.

Sincerely,  
District Curriculum Coordinators

---

### **A Vision for Curriculum - Preparing Students for the 21st Century**

The Council Rock School District's curriculum prepares students with critical knowledge and skills for living in a 21st century world. Our program helps our students to develop a broad base of knowledge and become effective citizens through an understanding of important events and ideas. The learning experiences supported through the curriculum promotes lifelong learning, reading and writing, and an understanding of the fundamental concepts in each subject area.

Designing an effective curriculum is a complex, continuous process. The characteristics and knowledge base of each discipline are constantly changing. Innovative school practices are constantly evolving. Technological innovations create new forms of learning. A critical goal for our district is to build in long-term capacity for on-going change to continually improve our curricular and instructional program.

---

## READING/ENGLISH/LANGUAGE ARTS

The need for effective communication is more important than ever before. Council Rock School District's Reading/English/Language Arts program provides a balanced literacy approach to developing the skills of reading, composing, listening, speaking, viewing, and researching. The learning experiences below support at developmentally appropriate levels the achievement of the R/E/LA Standards (Reading, Composing, Listening, Speaking, Viewing, and Researching).

### PRIMARY LEVEL (K-3)

- \*Express thoughts and ideas through a balanced literacy approach
- \*Learn skills and strategies
- \*Expose students to a variety of developmentally appropriate materials
- \*Read from a variety of literature for multiple purposes
- \*Write daily in a variety of forms
- \*Participate in discussions and decision-making processes
- \*Deliver oral presentations
- \*React and respond to literature
- \*Ask and answer meaningful questions
- \*Participate in developmentally appropriate research projects/activities

### INTERMEDIATE LEVEL (4-6)

- \*Refine and diversify familiar skills and strategies
- \*Continue the exposure to a balanced literacy approach
- \*Read from a variety of literature for multiple purposes
- \*Write daily in a variety of forms
- \*Participate in discussions and decision-making processes
- \*React and respond to literature
- \*Ask and answer meaningful questions
- \*Use computers and emerging technologies in an effective manner
- \*Deliver oral presentations
- \*Participate in developmentally appropriate research projects/activities

### MIDDLE LEVEL

To support achievement of the Council Rock RELA standards in reading, composing, listening, speaking, viewing and researching, students continue to experience a broad spectrum of skills and strategies in the language arts program. Students:

- \*Read a variety of materials and genres
- \*Respond to reading and writing in various ways
- \*Draft written pieces in various modes
- \*Confer with peers and/or the teacher
- \*Participate in discussions and decision-making processes
- \*Use computers and emerging technologies in an effective manner
- \*Deliver oral presentations
- \*Participate in research projects/activities

### HIGH SCHOOL

The high school Reading/English/Language Arts Curriculum provides a wide variety of courses, incorporating a range of specialized opportunities to meet the needs, interests, and abilities of all students. It is designed to:

- \*Provide students with a broad base of skills, strategies, and abilities
- \*Prepare students for their role in a changing world
- \*Prepare students to problem-solve in the 21st century
- \*Encourage students to value their ability to communicate competently, confidently, and effectively
- \*Empower students to pursue their interests in lifelong learning

---

## MATHEMATICS

Today mathematics is a part of many fields of endeavor, and has become more essential in everyday life. The Council Rock mathematics curriculum offers every student the opportunity to realize his or her maximum potential, and acquire the knowledge and skills to become a mathematically literate citizen. The Council Rock Math Standards provide the learning targets for what students should know, understand and be able to do in the ten areas listed

below. The curricular experiences of our students support achievement of these standards at developmentally appropriate levels.

- |  |                                  |
|--|----------------------------------|
| 1. Numbers and Operation                     | 6. Problem Solving               |
| 2. Patterns, Functions and Algebra           | 7. Reasoning, Proof, Connections |
| 3. Geometry and Spatial Sense                | 8. Communication                 |
| 4. Measurement                               | 9. Trigonometry                  |
| 5. Data Analysis, Statistics and Probability | 10. Concepts of Calculus         |

#### Primary Level (K-3)

Students explore ideas related to:

- \* Patterns
- \* Numbers and their relationships
- \* Place value
- \* Introductory algebraic concepts
- \* Attributes of shapes

#### Intermediate Level (4-6)

The students will master three central mathematical themes: multiplicative reasoning, equivalence, and computation fluency. They will think through and explain solutions rather than seeking or recollecting “the” right answer. Topics will include:

- \* Building upon foundation of algebraic concepts
- \* Geometry
- \* Measurement of distance, area, and shapes
- \* Ratio, percent, probability, and proportion
- \* Number relationships

#### Middle Level

- \* Continued study of numbers and number relationships
- \* Rational number computation and estimation
- \* Relationships among fractions, decimals, and percents
- \* Continued development of problem solving and reasoning skills
- \* Linear relationships and their representation in tables, graphs, and algebraic equations are explored
- \* Facility with proportion is developed through ratio and proportion, similarity, scaling, linear equations, and slope

#### High School

The high school mathematics curriculum consists of a broad selection of courses designed to meet the needs, interests, and abilities of all students, and to enable them to adapt to and prepare for their role in a changing world.

---

## **SCIENCE**

Council Rock Schools shall teach, challenge, and support every student to realize his or her maximum potential and acquire the knowledge and skills to become a scientifically literate citizen. An understanding of science makes it possible for an individual to comprehend the natural world and appreciate its diversity and beauty. Scientific literacy enables the student to use scientific principles and processes in making personal decisions and to participate in discussions of scientific issues that affect society. A sound scientific background strengthens skills such as creative problem solving, critical thinking, working cooperatively in teams, using technology effectively, and valuing life-long learning.

#### Elementary Curriculum

The district has phased in an Inquiry-Based science curricula which follow Best Practice in the teaching of science as recommended by the National Science Foundation and Science for All Americans. Inquiry refers to the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world. Concepts learned through inquiry replace teaching science facts. Therefore a traditional textbook is not used, but rather supplementary materials are supplied in the science kits as well as other outside sources such as the Internet and trade books which are housed in the school's library. The science kits used are STC (Science & Technology for Children) and FOSS (Full Option Science System). These kits meet the National Science Education Standards as well as the Council Rock Science Standards. Both programs provide a dynamic learning environment. They will contribute to the student's conceptual understanding of science at a level that is appropriate to their stage of development. They will also help the student to develop scientific attitudes and

habits of mind, such as curiosity, respect for evidence, and the capacity for critical reflection, flexibility, and sensitivity to living things. And finally they will develop scientific reasoning and critical thinking skills.

#### Middle School Curriculum

*Grades 7 & 8:* The science curriculum at grades 7 & 8 is the level where the content of science topics comes into full bloom. Students at this level are capable of a more in-depth treatment of the material. The entire program is rich in laboratory activities.

#### High School Curriculum

The high school science curriculum consists of a broad selection of courses designed to meet the needs, interests, and abilities of all students. Teacher recommendation and previous achievement in the science curriculum guide course selection. No apologies are necessary for the rigor, which is inherent in the high school science curriculum. The intent of the course structures and requirements is to offer a solid foundation in all areas of science, which are challenging and appropriate, and which will serve all students as they prepare to face their changing world.

---

## **SOCIAL STUDIES**

Without history, a society shares no common memory of where it has been, what its core values are or what decisions of the past account for the present circumstances. The Social Studies program at Council Rock will prepare the student in becoming an informed, discriminating citizen: a citizen who will study the choices and decisions of the past and confront the problems and choices of today. The students will have a deeper understanding of the alternatives before them and the likely consequences of their choices and actions by integrating the study of civics and government, geography, economics and history. The student will inquire into families, communities, states, nations and various people of the world. The student will understand, demonstrate and apply knowledge in order to detect bias, weigh evidence and evaluate arguments.

The curriculum is designed around essential questions which meet the National, Pennsylvania and Council Rock standards that address the need to inform, motivate and involve the students in the world around them.

#### Elementary Program

The primary elementary program grades **Kindergarten to three** focuses the students learning on,

- What does citizenship mean?
- How do people support a community?
- How does history influence the lives of people
- How does geography impact the life of a people?
- What are the lessons that can be learned from current events?

Issues of citizenship, classroom responsiveness, and the self are addressed. The student will study about people who make a difference in their lives and people who made a difference in the past. Third grade will study the importance of the land its people and the communities which live there.

The **fourth** grade study of Pennsylvania and the five regions of the United States are focused through these essential questions,

- How do physical features and geographic locations impact where and how people live?
- How do diverse resources, economic and industries affect the progress and growth of a region?
- How, when and why do people move?
- How do natural resources determine the development of industries in a region?
- What are the lessons that can be learned from current events?

The study of exploration and colonization in **fifth** grade are guided by

- How does geography of a region influence the culture of its inhabitants?
- How do rules protect individual rights as well as meet the needs of society?
- How and why to do people move?
- How do we use the past to build the future?
- What are the responsibilities of a good citizen?
- What are the lessons that can be learned form current events?

In **sixth** grade the students will study the ancient worlds of the Tigris Euphrates, Indus Valley, Yellow and Nile River as well as the Aztec, Mayans and Incas. Their study will be focused through

- How and why do cultures develop, interact and change?
- How does geography affect the growth of civilization?
- What impacts does trade/economics have on the organization and daily life of people?
- What are the beliefs and values that have shaped government over time?

- What are the lessons that can be learned from current events?

#### Middle Level Program

The **seventh** grade middle school program will study historical content from Ancient Greece and Rome to the Renaissance period while being guided by the essential questions.

- How can Social Studies be accurately interpreted?
- How does geography influence the growth of civilizations?
- What impact does trade/economics have on the organization and daily life people?
- What are the evolving principles and ideals that have shaped government over time?
- How does the legacy of civilizations impact their interaction throughout history?
- What lessons can current events teach us about the past, present and future?

Issues of *freedom, justice, and tolerance* are studied through the content of the American Revolution and construction of the new government of the United States in **eighth** grade. The essential questions:

- How can Social Studies be accurately interpreted?
- What power do citizens have in their government
- What keeps revolution going?
- How do people resolve conflict?
- How does geography influence the development of the United States?
- What lessons can current events teach us about the past, present and future?

Continue to guide the curriculum to the pre-civil war era.

#### High School Level Program

The eras of the Civil War, Reconstruction, Industrial Revolution and Progressivism are studied in the **ninth** grade. This historic content is the vehicle used for integrating various social studies disciplines. The course is focused through the search for answers to,

- Is history one person's opinion?
- How have social, economic, and technological change shaped America?
- How has the search for liberty and equality affected the development of American Society?
- How do a country and its citizens handle conflict, cooperation, and adversity?
- How do current issues of today connect us to the past and allow us to see developing trends?

Content and skills of the course are designed to focus on historical comprehension and chronological development with an emphasis on the writing and reading of social studies. Research skills continue to be integrated into the curriculum.

**Tenth** grade continues with the emergence of Modern America. The period of American history from post WWI to the present day is emphasized. The course begins with the American foreign policy of the 1920's and finishes with an emphasis on our recent decades. The course is organized on the basis of essential questions.

- How has modern America evolved socially and culturally, economically and political?
- How has the U.S. met the challenge of the global community?
- How does technological innovation and change impact society?
- How does history help us understand the present and prepare us for the future?

Content and skills of the course are designed to focus on historical comprehension and chronological development with an emphasis on the writing and reading of social studies. Research skills continue to be integrated into the curriculum.

Interwoven in **eleventh** grade are the connections from the past to the present. With the decreasing size of the global world, the student must understand the significant historical, political, economic, social, and technological issues in our global world from 1500 to the present. The themes of democracy vs. tyranny, war and peace, global links and communal identity as well as the quality of life complete the study which is focused through the essential questions.

- Why is it important to respect cultural differences?
- How do current issues of today relate to the developing of future trends?
- Is history on person's opinion?
- How can information be interpreted accurately? *European Studies*
- In what ways is the struggle for wealth of individuals or groups a driving force for change?
- What causes conflict between groups of people? *Multicultural studies*
- How do societies govern themselves?
- How has conflict and revolution shaped Europe? *European Studies*
- What impact has geography had on the development and transformation of a culture?
- What is the impact of geography on the land, people and the history of Europe? *European Studies*

Content and skills of the course are designed to focus on historical comprehension and chronological development with an emphasis on the writing and reading of social studies. Research skills continue to be integrated into the curriculum.

The **electives** complete the Social Studies offerings. Choices include Consumer Education, Current Issues, Honors Economic Theory, Honors United States Government and Politics, Accelerated Psychology, Psychology Yourself, Sociology, Social Problems, AP United States, AP European History, AP World History and AP Psychology.

---

## **BUSINESS TECHNOLOGY - High School**

Business Technology consists of elective courses designed to meet the needs of all students, whether they plan to go to college or into the working or business world.

The content of the business technology courses is based upon a survey of business employment opportunities, colleges and universities and an analysis of the kinds of areas for which our school should offer preparation. Capable and interested students are assisted in planning and preparing for further education leading toward management and professional positions.

---

## **FAMILY AND CONSUMER SCIENCES - Middle Level and High School**

The mission of family and consumer sciences is to prepare students for family life, work life, and community involvement. It exposes students to careers in family and consumer sciences and provides them with opportunities to develop their knowledge, skills, attitudes, and behaviors.

### MIDDLE LEVEL

Areas of study include:

- \*Food and nutrition
- \*Clothing care and sewing
- \*Decision making and problem solving
- \*Personal and family relations
- \*Basic child development and care
- \*Consumer education
- \*Resource management

### HIGH SCHOOL

Elective courses at this level deal with specialized areas such as, childcare, culinary arts, interior design, and fashion merchandising. There are also general courses offered which cover all areas of home economics. These courses help individuals assume responsibilities for living and working in a global society.

Emphasis on:

- \*Coping skills
  - \*Critical thinking for dealing with challenges
  - \*Importance of the individual, family and community working together
  - \*Skills and content in specialized areas
- 

## **INDUSTRIAL TECHNOLOGY**

Understanding technology and its usefulness is essential for success in our rapidly changing world. Teamwork and problem solving are stressed as students pursue meaningful, real-world tasks that build a strong foundation for the practical application of technology.

### MIDDLE LEVEL

The program offers exploratory courses in seventh and eighth grade. This program exposes students to four areas of technology: communications, manufacturing, construction, and transportation.

Learning activities include:

- \*Product design and production
- \*Video production
- \*Structural engineering
- \*Aerodynamic design
- \*Principles of flight

## HIGH SCHOOL

The Council Rock High School Industrial Technology Department offers a wide array of elective options at all grade levels. These allow students to balance and enhance their academic schedules, solve real-world problems, pursue creative projects, and address multiple levels of need and interests for general education, career enlightenment and pre-engineering.

---

## **WORLD LANGUAGES**

The study of modern, as well as classical languages is oriented to helping students use language for meaningful purposes, to function effectively in both oral and written forms and to maintain a degree of accuracy necessary for clear communication of ideas. Council Rock School District is dedicated to fulfilling the five goal areas of the National Standards for Foreign Language Learning:

- \* Communication
- \* Cultures - gaining knowledge and an understanding of other cultures
- \* Connections - recognizing other viewpoints and connecting with other disciplines
- \* Comparisons - understanding the nature of languages and cultures through comparisons
- \* Communities - using the language within and beyond the school setting

The study of a second language can broaden a student's cultural and intellectual horizons and foster the type of mental discipline, which, as is demonstrated by research, results in higher SAT scores. The ability to function in another language is a practical skill for later life, and because of our increasingly globalized economy, one that is valued in the job market, no matter the choice of career.

Council Rock offers the study of French, German, and Spanish in a five-year sequence, beginning in the fall of 2006, and Latin in a three-year sequence. The analysis and practice required to acquire and expand the ability to function in a second language has the fringe benefit of improving the understanding of the structure of the mother-tongue, of expanding English vocabulary, and of improving communication skills overall.

The AP Level V French, German and Spanish are designed to prepare students for the AP exams in each of these languages. Council Rock students who have studied our full sequence offering in a language frequently receive university credit and/or advanced placement in world languages based on their language achievement at Council Rock. Students are encouraged to begin the study of world languages at the earliest opportunity and to commit themselves to a four-year or five sequence in one language.

---

## **VISUAL ART CURRICULUM**

Art education in Council Rock focuses on four major disciplines adapted from the world of art. Those disciplines, from significant roles in the world, are:

- |                     |                                      |
|---------------------|--------------------------------------|
| * the Artist        | making art                           |
| * the Art Historian | learning about art from the past     |
| * the Art Critic    | critiquing art                       |
| * the Aesthetician  | talking about why and how art exists |

In addition to presenting four major roles of persons in the world of art education, Council Rock School District is also concerned with other aspects of a visual arts education. Students are introduced to a growing array of visual arts exemplars representative of men and women and a range of time periods and various cultures throughout the world in painting, sculpture, and architecture.

## ELEMENTARY LEVEL (K-6)

The elementary art program is a series of courses which focus on painting, sculpture, and architecture exemplars integrated with various subject matters focusing on:

- \* Shapes, forms, and colors
- \* Lines
- \* Utility
- \* Construction
- \* Symbolism, fantasy, and reality in art
- \* Purposes of art
- \* Subject matters
- \* Art as description
- \* Space and balance
- \* Geometric forms

- \* Pictorial space
- \* Texture
- \* Function of art

#### MIDDLE LEVEL

Sculpture and architecture exemplars guide the Middle level program that focuses on:

- \* Forms, value, and color
- \* Architectural history
- \* Understanding period art
- \* Sculpture

#### HIGH SCHOOL

High school courses feature four major areas of art: production, history, criticism, and aesthetics. The high school offers a series of electives.

### **LIBRARY-MEDIA PROGRAM**

The Council Rock library-media program is an integral part of the total district curriculum with each building collection reflecting the curricular needs of the teachers and students it serves. The planned library curriculum teaches information literacy skills, encourages a lifelong interest in reading, utilization of media, and enhances learning beyond the classroom. The use of technology as well as sharing resources with other libraries becomes increasingly vital as we strive to help students prepare for their future in a world of constant change.

The library-media program supports the development of information literacy standards for student learning. The district library programs have adopted nine information literacy standards for student learning, the same standards adopted and developed at the national level by the American Library Association, the Association of Educational Computing and Technology (Information Power: Building Partnerships for Learning, Chicago: AASL, 1998) and adopted by the Pennsylvania Department of Education (Pennsylvania Guidelines for School Library Information Programs, Commonwealth Libraries, 1999). These standards for information literacy are integrated into the other academic subject areas:

- Accesses information efficiently and effectively
- Evaluates information critically and competently
- Uses information effectively and creatively
- Pursues information related to personal interests
- Appreciates and enjoys literature and other creative expressions of information
- Strives for excellence in information seeking and knowledge generation
- Recognizes the importance of information to a democratic society
- Practices ethical behavior in regard to information and information technology
- Participates effectively in groups to pursue and generate information

### **COMPUTER TECHNOLOGY CURRICULUM**

A strong technology program creates adaptability for lifelong learning and provides the opportunity to meet the needs of a diverse learning community. The use of this technology is most effective when it is integrated in all learning experiences.

Council Rock School District believes technology is a key to preparing students for their future. Students must be able to access information, manipulate data, synthesize concepts, evaluate results, and creatively and clearly express ideas to others using current and emerging technologies.

#### PRIMARY LEVEL (K-3)

At the primary level the emphasis is on preparing each child to be a user of technology and to support the ongoing instructional program with computer technology. Students learn:

- \* The computer as a learning tool.
- \* Introduction to keyboarding
- \* Word processing

#### INTERMEDIATE LEVEL (4-6)

As the students are more developmentally ready, the emphasis is placed on:

- \* Using the computer and application software
- \* Using the computer as a tool to perform curriculum-related tasks
- \* Multimedia applications

#### MIDDLE LEVEL

The middle level technology program is viewed primarily as an integrated program. Courses are designed to teach the computer skills needed to be prepared for technology curriculum integration at the secondary level.

Emphasis is on:

- \* Windows
- \* Microsoft Office Suite (Word Processing, Database, Spreadsheet, and Presentation Tools)
- \* Internet access

#### HIGH SCHOOL

A wide range of technology electives are offered at the high school. Technology electives allow students to explore avocation or vocational possibilities. Elective courses range from Computer Applications to Entrepreneurship.

---

### **PHYSICAL EDUCATION**

Council Rock's physical education program utilizes physical activity as a primary means for influencing the physiological, intellectual and social, and well as the physical development of the individual.

#### ELEMENTARY LEVEL (1-6)

- \* Movement exploration
- \* Rhythms
- \* Games of low organization
- \* Self-testing activities
- \* Fundamental sport skills
- \* Lifetime and recreational activities

#### MIDDLE LEVEL

- \* Recreational and lifetime activities
- \* Team and group activities
- \* Individual and conditioning activities

#### HIGH SCHOOL

The purpose of the high school physical education elective program is to teach students the value of staying physically active and to develop their athletic skills for present and leisure pursuits.

- \* Basic Red Cross Swimming Course (required of all 10th graders)
  - \* Two (2) team activities
  - \* Two (2) lifetime activities
  - \* Two (2) conditioning activities
- 

### **HEALTH**

#### ELEMENTARY

Safety Issues  
Personal Hygiene  
Doubtful Substances  
Nutrition  
Attitudes and Values  
HIV/AIDS Education  
Decision Making  
Health Careers  
Personal Growth and Development  
Physical Wellness

### MIDDLE LEVEL

Body Systems  
Diseases  
Decision Making and Consequences  
First Aid  
Social Problems  
Doubtful Substances  
HIV/AIDS/Sexually Transmitted Diseases  
Personal Values  
Human Growth & Development  
Physical Wellness

### HIGH SCHOOL

Doubtful Substances  
Decision Making & Consequences  
HIV/AIDS/Sexually Transmitted Diseases  
Relationships  
Understanding Yourself & Others  
Human Growth & Development (Infancy>Death)  
Sexuality  
Conflict Resolution  
Physical Wellness

---

## **MUSIC**

The primary purpose of the Council Rock music curriculum is to provide and maintain a program of music education that will benefit all students. Individual abilities, interests, and needs are met through the availability of classroom general music, instrumental instruction, vocal instruction, performing groups and through special course offerings. Council Rock's program is based on the MENC music standards:

- \* Singing alone and with others, a varied repertoire of music
- \* Performing on instruments, alone and with others, a varied repertoire of music
- \* Improvising melodies, variations, and accompaniments
- \* Composing and arranging music within specified guidelines
- \* Reading and notating music
- \* Listening to, analyzing, and describing music
- \* Evaluating music and music performances
- \* Understanding relationships between music, the other arts, and disciplines outside the arts
- \* Understanding music in relation to history and culture

### ELEMENTARY LEVEL

Each student meets weekly for a general music class. All students in fifth and sixth grade are given the opportunity to perform in a large choral group. A District Chorus experience is offered to talented students already involved in their school chorus.

Instruction in string instruments is offered in third grade. Band instrument instruction begins in fourth grade. All instrumental students are given the opportunity to perform in a large group ensemble. Upon attaining an advanced level of proficiency, talented students are recommended for participation in District Band or orchestra.

### MIDDLE LEVEL

Seventh and eighth graders receive classroom instruction in general music. Students experience a wide variety of cultures, historic styles, composers and compositions.

Students are given an opportunity to perform in a large choral group. Students attaining a higher level proficiency can participate in select ensembles, adjudications, and county and district festivals.

The Junior High School instrumental program provides weekly group lessons to achieve a series of learning outcomes. Participation in a variety of performing groups, such as band and orchestra, reinforces the value of the individual's skills to the larger ensemble. Students attaining a higher level of proficiency participate in select ensembles, adjudications, and county and district festivals.

### HIGH SCHOOL

The high school program provides the opportunity to participate in large choral and instrumental ensembles such as Marching Band, Concert Band, Symphony Orchestra, and several choirs. These groups meet as a class during the school day. Some of the groups also include after school commitments. Students may also elect to participate in smaller ensembles such as Jazz Band and small choral groups. Music electives are also available. These include

Music Technology courses, Music Theory courses, Music Appreciation courses, and guitar. Opportunities exist for advanced students to audition for and participate in county, district, regional and state festivals.

---

### **STRATEGIES FOR SUCCESS**

A child's success in school can be enhanced through the implementation of a few simple "at home" strategies.

1. Provide a place for quiet study, reading and homework.
  2. Encourage a positive attitude toward academic accomplishments. Encourage your child's sense of pride and responsibility in his/her work.
  3. Encourage critical viewing by watching television and discussing programs with your child.
  4. Encourage your child to use the Internet appropriately. Have your child take advantage of POWER Library and other electronic subscription resources through the Council Rock School District and the Bucks County Public Library System.
  5. Encourage everyone in the family to read at home.
  6. Some television programs are related to books, suggest that your child also read the book.
  7. Make every effort to make reading an enjoyable and enriching experience.
  8. Encourage your child to read during the summer months, even while you're away on vacation.
  9. Provide your child with the opportunity to visit various types of community libraries so he can take advantage of special programs offered as well as to reinforce the skills he has learned.
  10. Children learn how to speak and listen from the adults in their lives so it is important that good habits are used regularly.
- 

### **PROMOTING LIFE-LONG READING**

According to a recent poll, reading ranks among the top leisure activities in the United States. Providing time for free voluntary reading has a positive impact on reading comprehension, vocabulary development, spelling, writing, oral communication, and grammar.

Reading helps students work towards the achievement of one of the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening, "Learning to Read Independently."

This standard recommends that students read 25 books, or book equivalents, per year by third grade, continuing this practice throughout their school years to encourage a love for life-long reading.

We hope that you will use the Council Rock School District's Summer Reading Lists as a guide for students' reading enjoyment throughout the year. The summer reading list and additional age appropriate reading list links for all levels are available on the Council Rock School District's Library-Media web site at the Library-Media Information link:

<http://www.crsd.org>

Under the INFORMATION tab, click on Library Media Information.  
There is a tab on the home page menu for Reading Lists.

Other reading lists are featured on the following websites:

K-6 Reading Lists 100 Picture Books Everyone Should Know - <http://www.nypl.org/branch/kids/gloria.html>

ALSC Awards - <http://www.ala.org/alsc/awards.htm>

Cinderella Stories - <http://www.ucalgary.ca/~dkbrown/cinderella.html>

Elementary School Book List - <http://hometown.aol.com/rbnspn/BookList1.html>

Junior High and High School Lists YALSA Booklists - <http://www.ala.org/yalsa/booklists/index.htm>

100 Best Books for Teens - <http://www.ala.org/yalsa/booklists/bestofbest200.html>

2001 Alex Awards (Best Adult Books for Young Adults) - <http://www.ala.org/yalsa/booklists/alex/2001alex.txt>

Outstanding Books for the College Bound - <http://www.ala.org/yalsa/booklists/obcb/>